

SPECIAL ASPECTS OF THE USE OF MODERN DIDACTIC TOOLS IN THE PROCESS OF PRE-PROFESSIONAL EDUCATION OF FOREIGN STUDENTS (IN FOREIGN LANGUAGE LEARNING)

The article deals with the specifics of the application of the recent advances in information technology as didactic teaching tools while working with foreign students. Based on the peculiarities of teaching Ukrainian (Russian) as a foreign language at the primary (preprofessional) stage of working with foreigners, the author finds out the didactic potential of using the latest mobile phones (smartphones) and / or tablets and cloud technologies in the learning process. The advantages and disadvantages of working with such didactic tools are described, conclusions about their didactic and educational influence on foreigners and their role in increasing the level of professional competence of the university professor are made.

Key words: information technologies in the educational process, cloud technologies, didactic tools, preprofessional education of foreign students, Ukrainian (Russian) language as a foreign language.

The training of foreign students, in particular its preprofessional stage, is gaining popularity among national higher education institutions, as well as its scientific and methodological substantiation among Ukrainian scholars, whose range of interests is increasingly faced with the multifaceted problems of work with foreign students. One of these problems is the ensure the provision of quality educational services to foreign students by educational institutions, in particular at the initial stage of pre-professional education, the main task of which is the acquisition of adequate level of proficiency by foreign students for obtaining further education.

The multifaceted problems of professional language training of foreign students were considered in their theses by V. Kolomiets and O. Palka. V. Kuzminov studied the problem of informational and computer readiness of foreign students for training. The use of didactic tools at various stages was investigated by many authoritative educators (L. Pressman, M. Yarmachenko, T. Nazarova), R. Hurevych, L. Kartashova and others were concerned with the formation of IT culture, but the use of information technologies while working with foreign students in the process of learning foreign language is not only scantily studied but also becomes a real subject of concern.

In the national educational realities, the instructor does not always have the technical ability to systematically use multimedia devices and computers during training sessions, therefore, predominantly it happens in some cases, especially given attention to the dependence on the technical conditions. At the same time, in the process of learning foreign language, there are certain training objectives, achievement of which requires it. Therefore, the most advanced mobile phones (smart phones) and (or) tablets come to the aid.

We turn our attention to the specifics of their use in the process of working with the audience of foreign students at the preprofessional training stage.

In the group of foreign students, there are usually 8-12 people, therefore, the instructor can fully control both the quality of tasks performance, and the extent of use of Internet resources and actually telephone. Using smartphones, as a rule, involves the use of cloud technologies. The very first and the most affordable way is

to use Google Apps Cloud Service, which contains the Web applications, required for the work, such the Google Web App as- Gmail Mail, GoogleTranslate Translator, Google Drive, Google Docs, Spreadsheets, Presentations, and YouTube Video Hosting, which are easy to use. You can use cloud filestore,maintained by Android, iOS, Windows Phone 8 - Dropbox, SkyDrive. In addition, for educational purposes, it is advisable to use Simplified Office Online mobile applications - an online software suite of office applications for working with text files (Microsoft Office Word, Excel, PowerPoint, OneNote). Viber, the popular mobile application, is also efficiently to use at classes.

Cloud services are available to anyone, who has a smartphone (tablet), and as a rule, foreign students do not even have isolated cases of the absence of this modern communication device.

When studying the Ukrainian (Russian) language as a foreign, smartphone and cloud services as didactic tools, are most often used in this manner.

1. During a training session of any type, an instructor sendselectronically pre-designed training materials through Google Gmail or Viber, they are instantly downloaded to each smartphone (tablet), displayed on mobile screens in ready-to-work form. This releases time in classes, reduces the use of traditional board or paper handout materials. The advantage is that the instructor is able to instantly verify that all those, who are present, have received and downloaded the teaching materials; they do not require additional printing costs; can be colored or animated, which increases the effectiveness of their perception; they are stored in the memory of the smartphone for a long time or easily transferred to another device.

In addition to the above, Google Gmail, Viber and a smart photo camera allow the instructor to take a picture of teaching materials and send them to students who are absent (as well as additional or individual tasks) to communicate with students, grouping them together, etc.

2. Video Hosting YouTube has a powerful didactic resource, including learning foreign language. YouTube offers dozens of videos that showcase the latest textbooks and language learning tutorials, is offered to review the study of individual grammar topics, and present elements of language learning techniques for foreign students at various higher education institutions. The peculiarity of using mobile application YouTube as a didactic tool is that a foreign student (especially at preprofessional stage) is unlikely to be able to use it effectively on his own. The instructor must first carefully review and grade the training material of video hosting, since video materials for foreigners may be of different authorship and contain elements of political propaganda, disrespect for the cultural traditions of certain peoples or just “superfluous” information or examples not desirable for foreigners.

In addition, even successful video tutorials can be based on various textbooks and on different learning packages, and if the video material extends beyond the communicative minimum of the “working” learning package, the efficiency of the work is minimized. On the other hand, YouTube’s didactic video materials can be used quite effectively to develop phonetic skills, to formulate pronunciation, to illustrate additional communication situations. The convenience of using mobile YouTube and its video materials as a didactic tool is to watch videos, memorize and reproduce pronunciation, work on video training simulators, and, therefore, the student, in fact, has a permanent opportunity to improve the language technology.

3. The GoogleTranslate, Web App greatly accelerates the translation of the required word - along with dictionaries that contain a lesson communicative minimum and classic paper academic dictionaries. GoogleTranslate is equipped not only with translating words into several languages, transliteration, characteristic of grammar origin, polysemy, word example usage, but also with instantly sound pronunciation, which is really important for a high-quality language learning. Using it in class saves study time, although, unfortunately, GoogleTranslate automatically has all the disadvantages of electronic data storage device (virtuality, dependence on the state of the mobile device, the availability of the Internet, etc.).

4. Google Docs, Spreadsheets, Presentations, Web Applications are used to download the documents, provided by the teacher and to work with them; to view or create educational presentations. The work in this mobile application provides opportunities for even newly arrived foreign students to create educational presentations. Lack of proficiency in language substantially limits these possibilities. Therefore, the creation of full-fledged presentations in Russian (Ukrainian) language is possible only if there is a proper level of language proficiency. The task of the instructor is to make sure that the presentation text, even the simplest, is created by the student using grammatical structures and vocabulary learned at the previous language lessons. It also has a powerful educational potential - publicized presentations contribute to the "dialogue of cultures", the acceleration of adaptation processes.

Consequently, the use of modern didactic tools for training (smartphones (tablets) and cloud services), firstly, has its authenticity when working with foreign students, in particular, in the process of language pre-professional education; and secondly, they show both undeniable advantages and didactic disadvantages.

The advantages include, first of all, technical convenience, autonomy and compactness, accessibility. When learning foreign language, they provide an opportunity to quickly translate the necessary word, illustrate the educational material, generalize it, qualitatively work out certain grammatical element, improve the work on the pronunciation, improve the quality of vocabulary work in the class, effectively contribute to the independent work of foreigners, etc. Disadvantages can be considered ineffective use of most cloud services as didactic tools without the participation of an instructor (and a modern instructor of higher education institution, unfortunately, not always able to demonstrate readiness to use the latest information technology in the educational process); the availability of low-quality educational materials on YouTube, etc.

However, there is no doubt that today owing to smartphones and cloud services, direct contact with foreign students is becoming more affordable, and the educational effect on them is more tangible. The use of smartphones and cloud services as didactic tools requires an instructor to achieve continuous improvement and increase his professional competence.